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CASE STUDIES ON EDUCATIONAL TECHNOLOGY.

I - School Readiness programme for the new entrants to primary education.

A - Education Department, Municipal Corporation of Greater Bombay.

B - Preamble.

Everyone in the field of education as well as the parents recognise the importance of early childhood education in developing the personality of the child. It is essential to utilise every opportunity and every situation to educate the young child prior to the entry in primary education and this mainly expected all the parents to prepare the child and develop its personality at home, but day-by-day where the parents belong to elite class or the under-privileged class, they fail to attain all these aspects of the child, mainly due to (i) their heavy schedule of work/other engagements and programmes; (ii) ignorance and (iii) socio economic background.

C - Problems :-

Though the parents are busy, the middle class and higher middle class families avail of the benefit of balwadis, nursery school, K.G. Classes etc. In city like Bombay or it can be said that they want to keep the child occupied under the care of some of the institute and where the programmes are expected to be planned for looking after the aspects of socialisation and development of attitude of the child. They are exposed to many learning situations through which they are prepared for primary education, but these opportunities cannot be availed of the under-privileged parents as it is a costly affair and also the public institute like Bombay Municipal Corporation cannot afford to provide finance for such facilities. As per Act, it is not under the purview of the Corporation.

On one side, the necessity of such pre-school education programme is felt and on the other side, formal pre-school education cannot be provided for the under-privileged ones and therefore, school readiness summer programme was designed.

D - Objectives :-

Main objectives :

- (a) to prepare the child for primary education.

- i) to develop and inculcate social habits and discipline among the children;
- ii) to develop the sense of cleanliness;
- iii) to develop the power of expression;
- iv) to create interest in school and studies among the children.
- v) to give them sensory training as well as to train them to concentrate.

(b) To reduce the drop-out rate in Grade-I of the municipal schools.

E- Devices/strategies used .

- (a) Taking into consideration all the above objectives, different programmes were planned :
- i) Games for sensory training.
 - ii) Craft work.
 - iii) Visits to nearby places of interest.
 - iv) Film shows.
 - v) Singing of action songs, chorus songs, dramatization conversation, etc.
 - vi) Acquaintance of different types of fruits, animals, birds, flowers, etc.
 - vii) Drawing pictures.
 - viii) Playing of indoor as well as outdoor games.
 - ix) Conversation on different events from their experience.

(b) Orientation of teachers :

Special hand-book was prepared giving all the instructions for teachers to conduct this programme. They were also guided to use the waste or low-cost material as well as to use the environment for enriching the experiences of the children.

(c) Either the services of the teachers in the school or that of newly trained teachers from the colleges were utilised by giving them some remuneration for this special job.

The children who would be eligible for primary education in the new academic year after summer were enrolled in this programme. The duration of the programme was only 4 days a 2½ hour per day.

Language, arithmetic in written form were prohibited and more emphasis was given on play-way method, activity approach and learning by rule.

F - Evaluation :

1. In order to find out the effectiveness of the summer programme, the following studies were carried out by the department : to evaluate the children's performance, especially their skill, of conversation, boldness, attendance, neatness, interest in studies etc. For this purpose, the observation sheet was given in which the class teachers, were asked to note their observations re: above points. They were compared with the other controlled group of children the non-participants of the summer programme in the same school on the basis of these observations of the teachers continuously for two months. It was found that the summer programme children showed much improvement over the non-summer programme children as regards the following points:

- a) Enthusiasm to study in the class
- b) Answer boldly in the class
- c) Sing action songs very freely.
- d) Speak independently.
- e) They were free in expressing through movements, games and conferences.

The impact of the summer class was thus noticed in behaviour of the children. It was also observed that the teachers could build rapport with the children as well as with the parents during the summer programme. The children were also very happy and could get adjusted with the surroundings of the school easily when all the other crowd were away due to vacation.

2. Achievement of the summer programme children :

It was essential to find out whether the summer class children had better performance than the non-summer class children. For this purpose, different tests, oral as well as written, were given to the children in different school subjects.

The results of the test are shown below :-

T A B L E - I

Type of Test.	<u>Sources Below 40%</u>		<u>Scores above 40 %</u>	
	<u>Summer</u>	<u>Non-summer</u>	<u>Summer</u>	<u>Non-summer</u>
	<u>Classes.</u>	<u>Classes.</u>	<u>Classes.</u>	<u>Classes.</u>
1. Oral-Personal Cleanliness.	10.33	32.33	89.67	67.67
2. Mother Tongue.	21.67	47.66	78.33	52.34
3. Written Mother Tongue.	41.35	55.33	58.65	44.67
4. Maths.	42.00	47.67	58.00	52.33
5. General Science.	64.67	65.00	35.33	35.00
6. Drawing.	56.00	80.33	44.00	16.67

It is clear from the table that the Summer Programme children did very well and they surpassed the non-summer class children in oral and written expression as well as in Arithmetic. But their achievement in General Science was almost the same. Below is given the summary of percentage of children securing scores below 40% and above 40% in general in the following table:-

T A B L E - II

Type of Test.	<u>Scores below 40%</u>		<u>Scores above 40%</u>	
	<u>Children</u>	<u>Children</u>	<u>Children</u>	<u>Children</u>
	<u>of Summer</u>	<u>of non-</u>	<u>of Summer</u>	<u>of Non-</u>
	<u>Classes.</u>	<u>summer</u>	<u>Classes.</u>	<u>Summer</u>
		<u>Classes.</u>		<u>Classes.</u>
Oral	16.00	39.99	84.00	60.01
Written	41.07	51.50	58.33	48.50

It can, therefore, be said in general that the summer class children's performance was much better than the non-summer class children.

(3) Study of Socio Economic Conditions of the children of Summer Programme.

The main objective of this study was to find out whether this performance was really due to the summer programme, or due to the home environments of the child. It was found that majority of the parents of the summer programme children were

illiterate. Out of these, 50% of the mothers and 25% of fathers are completely illiterate. About 40% of the fathers had some experience of schooling but they are as good as illiterate as they were dropouts in their school days. The home conditions of these children are such that they did not have the facilities to study at home or they do not have any opportunities to enrich their experiences which are required for schooling.

1) EDUCATION OF PARENTS.

Education.	% to total No. of families (660)	
	Father	Mother.
1. Illiterate,	19.00	47.7
2. Literate,	25.8	20.7
3. I to VIIth Std.	29.4	27.7
4. VIII to S.S.C.	16.6	3.8
5. S.S.C. Passed.	6.2	0.6
6. Under Graduates.	0.1	0.0
7. Graduates,	0.15	0.0

2) TYPE OF HOUSE CHILDREN (Live).

Type of House.	% to total No. of families.
Huts.	45.4
Rooms in Chawls.	52.4
Block- One room and a kitchen.	2.1

Average monthly income of the family is about Rs.200/-.

Looking to the above data, it can be concluded that inspite of poor socio economic background the pupils have better performance in the school and, therefore, this can be credited to the school readiness summer programme.

(4) Study of reduction in the drop-out rate amongst the Summer Programme children :-

The dropout rate of standard I children of 1977-78. of ten summer classes was compared with that of 11 non-summer

II. Six-Weeks initiative programme for the beginners of Std. I without pre-school experience:

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a) Institute: Education Department -
Municipal Corporation of Greater Bombay.

b) Preamble:

The school readiness summer programme which was designed for new entrants of Grade-I proved its effectiveness as stated in the earlier chapter, but the number of children which could be covered under the summer programme was too small (6,000) as compared to the total number of children in Grade-I i.e. 1,75,000 and therefore, the benefit could not reach to all the Std. I pupils. It was, therefore, necessary to plan the new programme on similar lines, when the children will be available and without any additional cost.

c) Problems:

The main problem was that during vacation, families send their children to their native place and their younger ones who are due to enter in the school, i.e. Grade-I in June are not available in the summer.

There is a lot of mobility in population especially amongst the under-privileged class people. Majority of the children were, therefore, but benefited by this programme. Hence a special six-week initiative programme for the beginners of the school education enrolled in Grade-I was designed by the senior officers of the Education department and implemented in the year 1977-78 for the first time.

d) Objectives:

The main objective was similar to the summer programme i.e. holding the children in the school and reducing the wastage and stagnation. Another objective of the Six-week initiative programme was also to cover the formal syllabus of the first six weeks of Std. I partly, as this period is the part of the academic year for which the entire annual syllabus is prescribed. In order to cover both the objectives the specific objectives of the programme were decided as follows:-

- i) to create interest for schooling;
- ii) to establish rapport with the children as well as with the parents;
- iii) to create healthy atmosphere amongst the children through different activities;
- iv) To create social awareness amongst the children;
- v) to organise learning experiences, activities for the children based on the syllabus in the first six weeks for Std. I and
- vi) to give equal emphasis on learning of language and arithmetical skills by play-way method.

e) Devices/strategies used:

Based on the experience of the summer programme, the above objectives were analysed and they were again specified in 71 sub-objectives and for attaining these 71 sub-objectives, the teaching learning for the first six-weeks was divided into 145 activities, the action of the teacher, the action of the students and behavioural outcome of each activity was listed out in the context of the

above-mentioned objectives of the six-weeks programme. Some of the activities were to be repeated everyday as a regular feature of the beginning of the day's work e.g. singing of a national song played by the students, recitation of one or two stanzas selected to inculcate values amongst the students - (Shloka) Some of the activities would continue for consecutive two periods depending upon the sub-objectives e.g. to prepare the child to write two alphabets ' ' ' ' and Nos.5, 6, four activities have been suggested. The child is supposed to draw match-stick figures of the man, woman, girl, boy. In these figures, the child will show hand, foot, eyes, nose and gradually will draw the head of the above-mentioned two Nos. and two letters, identifying the similarity between some of the parts of match-stick figures with his alphabets or Nos. For this purpose, there will be a lot of dialogue/conversation between the students and the teachers and therefore, it will take more time. In the end, the child must be able to write these alphabets and two Nos. without any clue. Such kind of sub-objectives is not possible in a class of 40/50 students and hence all the 4 activities have to be continued during two periods.

In order to reach these detailed instructions to all the teachers of Grade-I, a book-let was prepared by the department and circulated amongst the teachers, which included activities and which also gave academic plan and the syllabus to be completed. In general, the activities are designed to give training to the children in personal and social cleanliness, use of latrine and urinal, general knowledge, observing, communication and co-operative living. Six-weeks' Programme through its activities is expected to give training to Std.I children in finger mobility as preparatory to writing and training in observation as preparatory to reading. Children are also given experiences through charts and pictures in recognising veg tables, flowers, fruits, animals, birds. Rudimentary knowledge of numerals and number and concept of tens and units are given to the new entrants of Std.I through the Six-weeks programme. Similarly, children are informed about sense of direction like left/right, north/south, over, above, and also about family relations like uncle, aunt, grand parents and also of the importance of co-operation of parents in school, and so on.

In this book-let the material required to be used for each of the sub-objective is also mentioned. When this programme was being conducted by the school teachers, the supervisory staff officers would go round the classes of - Std.I, observe teaching as well as reaction of the children, discuss with the teachers and get the report. Thus, the continuous feed-back was obtained from supervisory staff from the teachers and the consumers i.e. children.

By the end of the year, discussions were arranged with the users and accordingly the book-let was revised in 1980. The final form of this book-let was prepared in 1981 after having discussion with the teachers of Std.I and getting suggestions from them.

In addition to the book-let, a training programme for the teachers teaching Std.I to IV was started which gave more emphasis on activity approach. The details of this programme will be given in the next Chapter. At the training centre also, the teachers were given facilities to prepare the material, which was again in relation to the suggestions and material, given in the six-week programme. There was intimate connection between the planning and designing of the actual teaching work in the class-room and the training programme for the teachers. As the book-let did not reach to all the Std.I teachers and the number of teachers involved in the training programme was too small, the teachers at the training centre were utilised as resource persons by the supervisory staff in different groups at schools themselves and the dissemination programme for the guidance of the teachers was prepared at a time. Results were therefore, observable in almost all the school, wherever six-weeks programme was implemented.

F) Evaluation:

In order to assess the impact of the programme, it was decided to evaluate the six-week initiative ~~xxxx~~ programme for Std.I. The Research Unit of the Education Department was entrusted with this work and total programme was evaluated into the following objectives:

1) to assess the effectiveness of the six-weeks participation programme on - i) Physical; ii)cognitive; iii) Language; iv) Social Development of children covered by the programme.

2) To assess the overall effect of the programme on participating children;

3) To find out whether, in order to get the maximum benefits for children, the six-weeks' programme needs any revision.

This was done on the basis of -

- i) overall effect of the six-weeks programme on participating children
- ii) Discussions with Std.I teachers to know their practical difficulties if any in implementing the six-weeks programme in the class-room;
- iii) Critical analysis of all activities of the 'six-weeks' programme, keeping in view the objectives to be realised.

Evaluation procedure consisted of two major sections as follows:-

- i) section-One consisted of critical study of the effect of the six-weeks programme and
- ii) Section-Two consisted of evaluation of the effect of the six-weeks programme on participating children i.e. its impact in the class-rooms of Std.I.

It can also be seen from the following tables that the objectives of the reducing of drop-outs is also achieved due to the six-weeks programme :-

Table showing the drop-out rate in Std. I before & after the implementation of the Six-Weeks' Programme in M'pal primary Sch ois.

Year of Study.	No. of Children who left school bet. 31st July & terminal exam. (without L.C.)	No. of Children who left school after terminal exam. but before annual exam. (without D.C.)	No. of Children who failed in Annual Exam. Left school (with- out L.C.)	Continued in School
1975-76 (when the six-Weeks' Programme was not existing) ..	7.95%	12.59%	-	27.64%
1976-77 (when six-weeks' programme was not existing) ..	5.72%	12.67%	--	31.28%
Total 1975-76 plus 1976-77 ..	7.03%	12.62%	.93%	29.15%
1981-82 (after the six-weeks' programme was implemented) ..	3.5%	6.23%	.38%	29.62%

For evaluation purpose, a special evaluation form was designed which consisted of two major parts. Part-I: to evaluate child's behaviour and part-II:- to evaluate child's achievements in writing, reading arithmetic, general knowledge. Specimen test was prepared and given to the teachers which was conducted by the class-room teachers. The test was of 3 levels. The first was to be given after completion of 2 weeks, second was to be given after completion of 4 weeks and the third one after the completion of 6 w ks. The performance of the children was also compared on the basis of the analysis of the terminal examination. All these tests were conducted orally as at that time, the children were not expected to respond in written form. All the care was taken to see that the children would not be conscious of being tested. Though the programme was extended to all the students in some schools, it was not conducted for want of material or due to lack of understanding and therefore, it was possible to get a control group. For comparison in some schools, the children of summer class programmes were also covered under this programme.

From the evaluation, it was concluded that by the end of six-weeks programme, a large percentage of Std. I children showed better performance in Part-I i.e. behaviour and in part-II i.e. academic. Summer-class children showed better overall performance in part-I & II. The six weeks' programme was well with fresh entrance of Std. I and was more useful and challenging to them than the summer-class children, because the summer class children had some similar experience during the summer programme. It was also concluded in the study that though the six-weeks' programme is started from the very first week of the schooling, all the children do not get admitted from the first date of the school after summer vacation and therefore, the teachers have again to organise the programme for small groups in the class-room itself. It was suggested that in the book-let, regular time-table of the activities be included which was done subsequently. The action songs were circulated alongwith book-let in order to help the teachers. As this programme is found suitable it is further continued as a regular activity of the department of Std. I.

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૧) ગામના બાલકો માટે શાળા - જાતે જાતે શાળા બાંધી, ગ્રામીણ
 બે મારે બાળકો, રૂંડાઈ મારે બાળકો, આ બધા બાળકો માટે શાળા
 બાંધી દેવાનો, બાળકો માટેના કાનૂની, ગરબા, રાજ્યના બેઠકો
 માટે શાળા બાંધવાનો અને બીજા બાળકો માટેના શાળા
 બાંધવાનો, બાળકો માટેના
 બેઠકો -

) die mit demselben Namen versehen sind.

[illegible]

૧) ડી.બી.એ. સિદ્ધ સામૈયા સંવર્ગિક સંસ્થાન પ્રદીને સુદેશ મેળી.

ii) ગામગિરી, પાલગિરી નાજીલાત કેવ. બેઠે.

Project Title : Shishu Vihar, Bidadar.

Topic : Innovations in methodologies at pre-primary school level.

Background : It is observed that principles, philosophy and methodologies are generally used at pre-primary level which have been imported from foreign countries. As it does not suit to Indian culture/atmosphere, it has created many problems.

- Objectives :
- (1) to give emphasis on activities which are linked with day-to-day life.
 - (2) Maximum use of teaching Aids which suit Indian situation/Heritage.
 - (3) to bring down cost of teaching Aids by making the maximum use of local resources.
 - (4) Parental treatment to the children.

Methods/Strategies used :-

- (1) Special class-room arrangements are made taking into consideration the physical, psychological aspects of the development of the child.
- (2) Children are asked to do activities which are done at their home just like to fill water in bottle.
- (3) Maximum use of teaching Aids which suit the Indian situation is made - Toys, etc.
- (4) If anything is not wrongly done by children, they are never discarded but children are treated sympathetically.
- (5) Teaching Aids are specially prepared at low cost. It is observed that 50% cost is brought down.

Evaluation : Tools are under preparation.

Conclusion : Depends upon Evaluation/Comparative Study.

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1. Objective of the Inservice Training - To provide in-service training to the teachers of the schools in the district.

2. Objectives :-
(a) To provide in-service training to the teachers of the schools in the district.
(b) To provide in-service training to the teachers of the schools in the district.
(c) To provide in-service training to the teachers of the schools in the district.
(d) To provide in-service training to the teachers of the schools in the district.

3. Scope of work :- In-service training, on various subjects like Physical Education, Art and Music, Drawing, etc. for the teachers of Std. I to IV.

4. Objectives were specified by going through the curriculum.

Since the introduction of Inservice Training, for the improvement of our schools, the courses were organized by the National Method of different subjects by different sections such as Physical Education, Art and Music Section, Drawing Section, etc. of the Education Department. This was done by the teachers in regular classroom teaching. By this method, the training was very incomplete. Secondly the class teachers of Std. I to IV are not trained in teaching Physical Education or Art or Music to the children in the class. They are trained in teaching academic subjects only. Besides no special teachers for teaching Drawing, Music, Physical Education are given for Std. I to IV. So the Education Officer of the department felt an urgent need to start an Inservice training centre for imparting training to the teachers in non-academic subjects of the curriculum.

So a full-time Inservice Training Programme of ten weeks duration was started from July 1977.

(a) The target group of learners are selected by the Beat Inspector (schools) as per following criteria.

(b) The participants of this programme should be the teachers who have completed at least 7 years in the service of Municipal school and likely to continue for the next five years in the school. They should be regular class teachers of Std. I, II, III or IV and who have not deputed for such training during the last seven years.

(c) A consensus regarding the objectives was reached by the Education Officer in consultation with the Superintendent of different language schools (about 100 in number).

General Objective :- To help the teachers to make use of modern techniques of teaching to create learning situation in class room for grade I to IV and to motivate the children to learn.

Specific Objectives :- 1) To enable the teachers to teach Language, Music, Physical Education and Dramatization to the children of grade I to IV.

2) To enable the teachers to prepare their own teaching material, charts and other teaching aids.

3) To enable them to make use of Music, Art, Drama as well as other visual aids in teaching different subjects to the children and to create such atmosphere in the classroom that the children could be motivated to learn.

4) To train the teachers to make the use of hardware in the classroom.

5) To enable the teachers to conduct Science experiments and to teach New Mathematics of the syllabus.

6) To train the teachers in conducting field trips and visits.

(D) To achieve the above objectives the following teaching/ learning methods are used, depending on the subject taught.

(iii) Physical Education -

Use of material such as Drum, Khanjari, Whistle etc. while teaching Physical Education with teacher/tutor demonstration. Practical training in how to give instructions and how to follow instructions.

MUSIC -

(iii) Use of instruments such as Harmonium, Tabla, Khanjari, Manjira etc. teacher/tutor demonstration. practical training in how to teach children action songs, group songs, classroom poetry etc.

DRAMATIZATION -

(xiii) Role-plays - & group discussions.

Preparation of script from text-book lessons for

~~action~~ How to direct a drama and prepare the children

CHARTER -

- () Group programs structured to encourage interaction with other members of the group facilitating learning.

PREPARATION OF TEACHING AIDS -

- (i) Tutor aids material - How to prepare teaching aids from throw away materials such as card-paper, cardboard, card-boxes, empty cans, beads, wires etc. How to prepare glove puppets from old, used cloth and cotton etc. ^{for making puppets - use of} ~~workshop~~
- (ii) Special Instructions in Science Experiments.
- Preparation & use of inexpensive Science apparatus.
- Experimental method.
- (iii) How to conduct visits & field-trips by actually taking the teachers on visits and field-trips and their follow up programme.
- (iv) Use of different media :
- (i) Human sender of the message - for Instructions.
 - (ii) Chalk-board & roll up board for Drawing work.
 - (iii) How to prepare flat pictures, cut-outs, flannel board & flannel board material, charts etc.
 - (iv) How to prepare models, display materials.
 - (v) How to prepare puppets & use them for story-telling.
 - (vi) } How to use slide-projector, tape-recorder.
 - (vii) }
 - (viii) Projection of Educational films for teachers.
 - (ix) Real environment of workshop for preparation of models from
 - (i) plywood, cardboard etc.
 - (x) Role-plays in class-room teaching.
 - (i) Staging a drama by a small group of teachers.
 - (ii) How to conduct group games, and sports for the children in a school.

All the above media used are found very useful with our target group of teachers for the specified objectives.

Close circuit Television is too costly and hence not usable

The Inspector's training programme

(i) Assessment methods used :-

(a) During the training programme :-

- (i) Observation by the Inspector.
- (ii) Self-reports by the instructors.
- (iii) Performance on the job.

(ii) After training programme :-

- (i) Immediate :-
 - (a) Rating by teachers or instructors.
 - (b) Evaluation questionnaire to be filled in by participants.
 - (c) Rating by supervisors or instructors.
 - (d) After a long interval.
 - (e) Performance in simulated conditions.
 - (f) Rating by supervisors i.e. Inspectors school.
- (ii) During the training programme the assessment by the Inspectors is by observation of the actual performance of the teachers and all the teachers are new for them so there is very little subjective element. But on the last day of the programme the teachers are rated A.B.C. etc. on their actual performance in each subject. All the teachers fall into A or B grade, so the question of not giving the certificate to the teachers does not arise. All the teachers are awarded a certificate of participation only.

Immediately after the training the teachers are asked to fill in an evaluation questionnaire. This questionnaire has been revised twice during the last six years and is useful in making necessary changes in the programme. As suggested by the teachers many changes are implemented in the programme.

I. After the training when the teachers actually work in the schools, the Beat Inspectors were asked to fill in a questionnaire as a follow up measure. The training programme is found very effective and useful to most of the teachers and the teachers utilizing the skills acquired in their day to day classroom teaching.

teaching environment of that class has improved very much.

() In the Inservice training programme the following people are working on part-time or full-time.

	No. of people	
Chief-Principal Music Academy	1	part time.
Chief-Principal Art Academy	1	part time.
Chief-Principal Physical Education	1	Full time.
Headmaster Physical Education	3	Full time.
Teachers Music.	4	Part time.
Mathematics Art.	3	Part time.
Instructor Teaching aids	1	Full time.
Assistant Research Officer	1	Part time

() Total no. of learning beneficiaries -- About 1700 teachers within last six years.

7. On the last day of the training programme.

(a) The teachers are asked to fill in an evaluation questionnaire.

(b) These trained teachers are working in schools. The Seat Officer, with the help of the Head Master of the school was asked to fill in a questionnaire regarding the actual work being done by that particular actual-work-being-done-by-that-partie teacher in the class using the training received.

(c) From both the above questionnaires only quantitative data giving the percentages were arrived at after tabulating the data and analysing them. The second (c) questionnaires are being analysed at present and the report is not ready.

H Daffam
AR
Edu Dept
M C G E

CASE STUDIES - IV

Distance learning System/Strategy applied in Inservice Training.

a) Institution : Education Department, Municipal Corporation
of Greater Bombay.

b) Preamble :

Education Department of Municipal Corporation of Greater Bombay is a largest system of primary education having about 20,000 teachers including class-room and special teachers, teaching Grade I to Grade VII. Inservice Training programmes are being organised for the teachers since last 15 years or so. Prior to 1977, these programmes were organised occasionally for a specific purpose and specific period, e.g. the department had a special Science Project. During the project period, teachers were trained for a particular purpose of teaching of Science and afterwards due to financial problems, it was not possible to continue the activity and during the project period, only few teachers could be trained through the conventional i.e. face-to-face method. Same was the case as regards training course in new Mathematics. In such a large system, in order to introduce any new ideas or any new innovations in the class-room teaching, it is essential to reach it to the maximum No. of class room teachers quickly and in a short time.

c) Problems :

Minimum qualification for primary school teachers, from the year 1970 onwards, is S.S.C., D.E., i.e. before D.Ed., one has to get through S.S.C.Exam. prior to that, it was only vernacular final and primary teachers' certificate examination. In the year 1976-77, there were about 17,000 teachers out of which only about 5,000 were S.S.C. and the remaining were Std. VII passed. In the Hindi Medium however majority of them were trained graduates. Knowledge acquired by these majority teachers was out-dated as they themselves were first generation learners. Their experiences were also inadequate to adapt new methods or absorb additional knowledge, which was required to teach in the primary school e.g. subject like Algebra was introduced in the new syllabus and those teachers who had passed S.S.C. had not taken Maths for S.S.C. so was the problem of teaching English,

Science i.e. physics, chemistry, biology and it was very necessary to organise training programme in service for teachers based mainly on the content of the subject in the syllabus. At the same time it was essential to cover maximum No. of Teachers in the contact within a short period due to the exposure of knowledge and change taking place.

d) Objectives :

Taking into consideration the above problems, a special oriented training course was therefore, organised with the following objectives :-

- (i) to train the teachers in the topics which were found difficult by them
- (ii) to give them knowledge of the topics to the level of Std. X i.e. a final year of the secondary school syllabus
- (iii) to train them to use the effective methods of teaching these subjects,
- (iv) to develop self-learning habits amongst these teachers
- (v) to cover maximum No. of teachers of Upper Primary Classes i.e. Std. V to VII.

d) Devices/strategies used :-

To decide content : To cover all the topics in the syllabus; all the principle subjects mainly maths, Science and Social Studies would have been impossible, unless we organise atleast 4-months full-time training course for the teachers. That means it was essential to withdraw the teachers from regular class-room teaching in the schools and depute them for training. As it was already planned to withdraw two teachers from each beat for the 10 weeks programme, where the nature of training was more practical type, it was impossible to withdraw other teachers. Moreover, if the teacher himself is ignorant about the content, he would damage the achievement of the children in the class-room very fast. Therefore the first step taken was to limit the content. The Superintendents i.e. Senior academic officers of the department were assigned different subjects and each one collected the information regarding the difficult topics by circularing questionnaire amongst the teachers and a list of topics was decided to be covered in this course.

Organisation Method: Another problem was that of covering a large number of teachers. The course was mainly based on the content and the teachers were to be given selected

reading material to prepare for teaching in the class-room, which could have been done by the teachers anywhere during leisure period and it was, therefore, not necessary to bring them by withdrawing from the class-room. The strategy of distance learning was therefore, decided to be utilised in this course. In fact, we could have asked them to refer to certain books for preparing reading materials themselves, but the third objective was to develop a self-learning habit amongst the teachers and only reference of the books would not have been sufficient because after going through the books, they would have some doubts, difficulties. Hence it was decided to follow the strategy of correspondence-cum-contact programme.

Development of reading material :

Workshop was organised for preparing self-learning material with the help of the experts in Educational Technology as well as subject-matter experts and the experts in teaching methodology. Material consisted of reading lessons as well as assignment in which objectives of each lesson were mentioned specifically. Assignments were only of the types of questionnaire, summarising, contents of lessons, motivating the teachers to refer to reference books, articles, performance of experiments or teaching in the class-room etc.

The entire programme consisted of 45 months. In order to complete the whole programme, 12 contact sessions, each one after every 15 days, were organised. The contact session was conducted by a special instructor appointed for the purpose. This session was organised at a centre, which was close to the place of work of the teacher, i.e. in the vicinity of the school, from where they were deputed for the course. Teachers were expected to attend the contact session after or before school hours. They would come with their difficulties which would be discussed in the first 1/2 hours where the other colleagues would be able to answer the queries. Each other then could refer to the books from a small library developed at the centre and will also attend some audio-visual programme, slide shows, etc. for enrichment purpose and take the lessons for the next fortnight.

No. of teachers covered :

Everyday there were two contact sessions - one in the morning and one in the evening (except on Saturday and Sunday) consisting of a batch of 25 teachers. So one instructor could manage a batch of minimum 250 teachers in one course.

f) Evaluation :-

In the context of the objectives, the outcome of this course is to be seen in different aspects: 1) No. of teachers covered during the period : As No. of teachers per batch was 250 per term, there were 12 contact sessions in a year, minimum 500 teachers were covered of each language. The language instructors were conducting these courses. The target was covered before the completion of 7 years. Further it was decided that each teacher teaching 5/7 classes would have his turn of training course again after 7 years that means it was planned to cover all teachers within 7 years time, but here because of the correspondence course in some minor language groups, the target was completed within a period of two years and it saved the cost of one instructor for 5 years. In almost all the languages, the target was covered even before time, in some cases within 5 years and in some cases within 3 years, depending upon the number of teachers required in the Upper Primary classes.

As the learning material was prepared in such a manner that the teachers had not spared more than an hour or so everyday to study the material/lesson given to them and since it was related to their day-to-day work, they could grasp it very quickly and use it in the class-room very quickly. The immediate impact was therefore seen in the class-room teaching.

Meetings of the teachers were also held after the first batch was over and the few more topics, evaluation technics were included as per the requests by the teachers. This has helped not only the teachers but also our Senior Officers who prepared the material. It also helped teachers to develop habit of referring to number of books and study themselves and they had also new insight.

Apart from this, it was beneficial from the point of view of two more aspects : (i) As the teaching material was prepared by the special experts, indirectly these experts are the _____ of teachers, through this material. Otherwise,

in our usual face-to-face learning system, we would have been required to appoint the experts in different subjects and different languages and that no would have been £3. Thus cost-wise benefit was calculated before introducing this system of organisation, and it was found that to cover 2,500 teachers, the cost of the training course would have been Rs.30,47,750/- whereas the cost under this system comes only to Rs. 2,47,500/-.

In the contact session, concerned supervisory staff has participated in such a way, that it facilitated the follow-up work in the schools. The entire programme was based on the principle of Educational Technology right from the planning of the training course to the last stage of its standardisation and utilisation. As this was found very useful, it has been tried further in the Language Development Project where a special course has been designed for the teachers to be training in teaching English as a second language.

/s/

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St. Anne's High School
Madame Cama Road,
Fort,
Bombay 4000 39.

PERSONALIZED EDUCATION IN THE PRIMARY SCHOOL

The accent on P.E. is cultivation of Human Personality- and since this Person has an individual and social dimension the principles that underline a personalised programme must include-

1. INDIVIDUAL reading, research and projects are encouraged. Children bring their personal reference book to school. The evaluation is objective over a period of time.
2. CREATIVITY Stimulation of the capacity for creation. Creative writing, Art & Craft Work and clay modelling are subjects thro' which classroom topics are covered. Dramatisation, elocution, special assemblies on current topics and Festivals of various communities are a regular feature. These help to bring about deepening and widening of the Knowledge of one's own and other religions. Great stress is laid on inculcating the following values in our children. They are: Social awareness, reverence, acceptance national spirit, confidence, feeling of ONENESS and the Fatherhood of God.
3. FREEDOM Includes initiative, choice and acceptance. Through experience, the freedom of choice was dispensed with because:
 - a) Ineffective use of time due to unnecessary movement.
 - b) language difficulty- as it gave rise to large remedial groups.
 - c) The slow-learners escaped as they flitted from one activity to another- thus making ineffective use of time.
 - d) Personal evaluation was not well organised due to variety of activities in different subjects.
 - e) Handwriting suffered due to improper sitting arrangements.
 - f) Reading aloud and spelling suffered. Therefore, a new-structured and more formal approach was necessary to remedy the drawback.The freedom to take initiative and acceptance still continues.

SOCIALISATION

1. Every fortnight the children change their places so as to form new groups to help inter-personal relationship with friends and colleagues. And above all relationship with God.

2. Parent involvement is encouraged a great deal. They assist Teachers in classroom activities like making of charts, cooking sessions, field-trips, stage costumes and stage setting, and to make any other activity meaningful. They share their professional knowledge as Guest Speakers.

3. Interpersonal Relationships and Communication among the Staff of the Junior School are remarkable. An Activity in the Junior School (e.g. Prize Days, Sports etc), is a joint concern of all the members of the staff. Their co-operation and collaboration help to bring about healthy inter-personal relationships and effective communication.

4. COMMUNICATION: Children are provided with different means of communications:- Field trips, films, audio-visuals, dramatisation, elocution, relevant T.V. programmes.

5. ACTIVITY: Self-learning & group-learning through printed activities are devised with time for reading, research, preparation, presentation and consolidation.

6. NORMALISATION: Is called when a situation in class needs a normal and natural approach. This helps to strike the right balance of the cognitive, affective and psychomotor abilities of the children.

7. OPEN DAYS: These are held periodically.

a) Parents are invited to meet the Class Teachers to see the progress and all-round development of the child.

b) Remedial Work: Children requiring special attention and guidance, are brought to the notice of the Head mistress. Parents are then notified to meet the Head Mistress with the Class Teacher. A friendly rapport is established between HEAD MISTRESS and Parents in the interest of the children.

PERSONALIZED PRIZE DAYS: They are the outcome of Personalized Education. Every child in every class, actively participates in the entertainment which comprises of :-

- a) Bhajans
- b) Annual class report of activities
- c) Dramatization
- d) Election
- e) Dance and Song
- f) Vote of Thanks

Prizes are awarded not only for academic excellence but also for Endeavour and Personality Development.

10. MORAL VALUE EDUCATION: A Theme for each month is prepared at the beginning of the Academic year (June - April). For example: Family Spirit, National Spirit, Good Manners, Awareness of God's presence in His beautiful Creation.

On First Friday of each month the new theme is introduced and it is carried over for the rest of the month through theory and practical work.

The values are imparted through Personal experiences, group discussions, role - plays, poems, songs, stories, art and craft. It culminates in a prayer session where spontaneous prayers are offered. This praying together further consolidates the staying together of Anne's Family.

"Report on application of Educational Technology"

"Experimental Introduction"

(a) Name of the Institute : D.S. High School, Sion, Bombay - 22.

(b) Full Address : D.S. High School, Sion (West) Bombay - 22.

(c) Nature of work : Sion, Bombay.

(d) Scope of the project : inculcation of moral values in the pupils coming from educationally and culturally backward classes.

(e) Period : 1980 to 1983.

The D.S. High School gets staff from the slum areas of Dharavi, Sion, Sion West, etc. About 30% of the pupils in the school are from the slum areas. The rest of the pupils are from lower middle class group. The pupils coming in the school are educationally and culturally backward. For generations they are backward and there is no moral or cultural background in their families. On the whole they live in anti-social atmosphere wherein vices and crimes are the order of the day. They are very rough in their behaviour and they use very rough and harsh language which is far away from civility. They are destructive in their attitude and always quarrel and out the chances of fighting. To mould the behaviour of the pupils and give them proper education was the problem undertaken by this institution and hence "Building up the character is the real aim" is the motto of this institution.

The pupils coming to this school generally cannot get any literacy at home. Their parents are illiterate and ignorant and are addicted to some vices and living in dire poverty. Objectives : (1) To bring about educational and cultural development of the pupils (2) To inculcate in them moral values and to build up their character. It is expected that virtues like honesty, truthfulness, non-violence, helping the needy, cleanliness, Co-operation etc. are imbibed in them. They are polite in their behaviour. They respect their elders. They use polite language in private as well as in public. To curb the vices.

Means used : In order to inculcate moral values among the pupils

to improve their behaviour a number of devices are tried out by

1. First, 'They are as follows:-

(a) The children are asked to learn the Hindi alphabet from the book 'Bhagwadgita' in Bra.V to VII. This device is being used for the last 3 years. It is meant to improve and cultivate their handwriting and indirectly to imbibe the moral and social content of the text.

(b) The motto on the blackboards displayed on the gangways in the school, the well-known thoughts of the great thinkers. These are being displayed since the establishment of the school. This is meant to give impressions on the minds of the pupils, to give them stimulus and make them think in a good manner.

(c) Information about the great men is also exhibited in the school in the form of in showcases placed near the doors of each classroom. Birth days and death anniversary of the great men are celebrated regularly. On such occasions the proceedings of the great men are displayed in the plastic minds of the children. This is printed on the wall of the hall from the beginning.

(d) School festivals like 'Guru Purnima', 'Shriji Jayanti' and 'Rajaji Jayanti' are celebrated in the school. Out of these 'Rajaji Jayanti' is the most important. It is celebrated since the establishment of the school. In this festival every student of the children in the school are taken into interest. 'Rajaji Jayanti' is celebrated since 1948. The 'Rajaji' of Rajaji is followed by performed by a group of pupils belonging to the untouchable caste. Even the sweets are distributed at the hands of the pupils belonging to the untouchable caste. Thus an attempt is made to establish social equality.

(e) In the Festival of Guru Purnima is celebrated that the feeling of respect for those who give knowledge and elderly persons is created in the minds of the pupils. In all these festivals all the children actively participate. Through these festivals moral and social values are brought to their notice.

(f) The children and misbehaving children are treated individually. The causes of their misbehaviour are found out by collecting information about their family-life. The information is gathered by paying visit

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(c) The language of the pupils is refined. They do not use abusive words even in private.

the children are not allowed to play in the schoolyard.
The children are not allowed to play in the schoolyard
playfully.

The school children are not allowed to play in the schoolyard
and individual teachers and students.

Some of the students have been in factories, shops, etc. and
they are always ready to offer their prompt services to all
those who belong to the "family" of the school.

The school children always remember the school in the early part
of their adult life and communicate their joys to
the school.

The school children are always in school and are not allowed
to play in the schoolyard except by an accident.

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to play in the schoolyard except by an accident.

Some of the problems that arise in the study of the
 properties of the \mathcal{H}^1 norm are the following:

1. The \mathcal{H}^1 norm

Considerations of the \mathcal{H}^1 norm.

Consider the problem of finding the minimum of the
 functional $J(u)$ over the set \mathcal{H}^1 .

It is well known that the functional $J(u)$ is
 convex, and the set \mathcal{H}^1 is convex.

Therefore, the problem of finding the minimum of
 $J(u)$ over \mathcal{H}^1 is a convex optimization problem.

It is well known that the functional $J(u)$ is
 differentiable at u if and only if u is a
 solution of the problem.

Therefore, the problem of finding the minimum of
 $J(u)$ over \mathcal{H}^1 is equivalent to finding the
 solution of the problem.

Consider the problem of
 finding the minimum of
 the functional $J(u)$ over
 the set \mathcal{H}^1 .

CASE STUDIES ON EDUCATIONAL TECHNOLOGY.

V. - Integrated School Social Services for-
Education of the under-privileged.

a) Institute: Education Department-
Municipal Corporation of Greater Bombay.

b) Preamble :

Different studies of wastage and stagnation have four the same reasons for drop-outs and one of the most important reason is the socio-economic conditions of the child. Poverty in the family is not only the hindrance in regular attendance but also it causes many behavioural problems. The parents are illiterate, uneducated and do not know anything about the development of the child. Moreover, they are not aware of the needs of the child other than that of food for physical growth. They are ignorant about the kind of treatment required for the mental and behavioural development of the child in order to covering the child into grown-up person viz., a member of the society.

c) Problems:

Usually, it is taken for granted that whatever the syllabus has been decided by the State Department is useful and suitable to the child. It is known to everybody in the field of education that the needs of each individual as well as each group in the society is different. But for one reason or the other, we have not been able to practice the principles. Expectation from education of various groups also differ.

The parents of the underprivileged class children would always expect the child to earn than to learn in the school. Earning being the necessity for existence, it is the first priority in their lives and in our present system we are not able to afford them education which will help them to earn while they learn. It was found in the survey of Dharavi Slum area, conducted in the year 1979, that from the group of compulsory school age children, about 70.5% were not attending the school, out of which those who were working had their income between Rs. 25/- to 125/- per month. Though the amount seems to be very small, for the poor slum families, it was a great contribution.

The percentage of illiteracy amongst the parents of out-of school children was very high i.e. 56.49% that means these parents were not aware of or they were not interested in sending their children ~~st~~ to the school. 54.03% of the out-of school children families had their average monthly income of about Rs.251/- to Rs.500/-. Those who had already dropped out, it was found that due to poverty or due to the circumstances at home, 85.59% children had to drop out from the school. Under these circumstances, the improvement in the class-room teaching would not have helped to bring the children back or to hold the children in the school and for that purpose, it was necessary to find out some other strategy.

In short, the problem of education of the urban slum e children, through basically same as those of education of the poor and deprived sections, are somewhat more complex. First of all, there is the problem of motivating the parents to send their children to school. With the possibility of relatively independent and unsupervised infancy and childhood, slum children are not likely to be attracted to school unless their parents strongly encourage and motivate them to do so. When parents themselves are uneducated, unaware and unconvinced about value of education, it is unlikely that they will function adequately as motivators.

Secondly, there is the problem of enabling the slum children to overcome the handicap of poverty. The poor economic conditions, under which slum children live, further interferes with their schooling. No infrequently a school-age-slum-child is required to contribute to the family income or to make its own living. More often than not, it inhibits the child's schooling altogether or atleast interferes with the quality of the child's work at school. Poverty can hold back slum children from school on other ways. For instance, they may be burdened with the household chores or responsibilities for younger siblings, that make regular school attendance impossible. Of they may be unable to have the minimum necessities like books, clothes, footwear etc. to go to school. Not frequently, therefore, the provision of schooling for slum children calls simultaneously for action that enables them to be drawn out of the constraints of poverty.

Thirdly, there is the problem of retaining those who enter schools. While developing the strategies to counteract the constraints of parental ignorance and apathy in general and of poverty in particular is extremely important, it is equally important to introduce into the structure of the school system features that will retain the slum children in school. It is estimated that in India about 60% of the children enrolled in Class-I never complete Class-V and about 75% class-VIII. Conditions being unfavourable to education, in slum the drop-out rate is presumably much high than the All India figure. Diliterate and uneducated slum parents cannot be expected to take as much responsibility as their better-to-do and educated counterparts for the retention of their children in school. The school itself should have mechanism to hold the slum child in the school. School, therefore, must be made as attractive, interesting and relevant as possible to the slum children.

Thus, the problem of the education of the slum children is multifarious. On the one hand, parents have to be encouraged and motivated to send their children to school and it must be seen to, that the education of children does not become the least financial burden in the slum family. On the other hand, it must be ensured that those who enter school do not leave before they complete their schooling. First of all, it must be accepted that slum areas differ from other localities in socio-economic and ecological aspects. It may, therefore, be unrealistic to think that education of children in slum areas can be successfully carried on in the same manner as elsewhere. It may be necessary to design special educational programmes for the success of education in slum areas. Any special programme that is launched should be geared to cope with the constraints known to defeat slum schooling and should make education more suitable and convenient to them.

c) Objectives:

A special School Social Service Project was therefore, designed and conducted with the following objectives:

Main objectives: To convert the school into a community centre which will be helpful to the parents as well as the children from the point of view of the children's development through different programmes, which were planned, taking into account their needs.

Specific objectives: i) to give all facilities of education suited to the needs of the children; ii) to widen the horizon of their experiences; iii) to make their learning more meaningful and interesting; iv) to involve the agency connected with the child development especially as regards health, nutrition, child guidance etc., v) to create awareness amongst the parents about the development of the child and to guide them to solve the problem of their children by involving them in different school activities.

d) Strategies/Devices:

Considering the above background of education of the slum children, the constraints and prevailing conditions in the slums, it was decided to chalk out different programmes and services, with the specific objectives as shown below:-

Programme.	Objectives.
1. School Social Service.	To guide the parents and teachers re: the problems pertaining to their children.
2. Parents' Education Programme.	for creating awareness amongst the parents regarding the psychological and physical needs of the child.
3. School Readiness Programme.	To prepare the child for initiation into the school system and to introduce the school to the child in a very attractive manner.
4. Evening Study Centre.	To make the facilities available to the children as they do not have such facilities at home.
5. Evening Balbhavan-cum-Recreation Centres.	To facilitate the child to spend his/her time outside school hours in healthy atmosphere.
6. Non-formal education classes.	To make education available to the learners in a form that is suitable and convenient to them.
7. Special Health and Nutrition Programme.	to take preventive measures regarding the health of the child.
8. Organization of Field Trips and Other programme	To widen the experiences of the children and to expose them to the outside environments to create interest for better life and to make their life more enjoyable.
9. Group activities like Day Camps. Anand Mela-cum-Funfair during Vacation & Holidays.	To provide healthy atmosphere and expose pupils to community living.
10. Annual School Gatherings.	To apprise the parents of the good qualities of their own wards & also to acquaint them with the kind of work being done by the schools for their wards and bring the parents and the children together.

This programme was conducted in 15 different slums spread all over Bombay, covering 61,563 children and 88 schools of different size and different media as shown below:-

54.5 - Marathi; 39.5 Urdu; 14.5 Hindi 2.9 Gujarati 1.1. English Primary; 5.5 Tamil; 3.9 Telugu; 3.8 Kannad.

In order to carry out the different programme, paid as well as outside agencies were involved like- college of social works, Rotaries, Lion Clubs etc. This project involved more work with the parents, families and the communities. The job was altogether different than that of the class-room teaching and needed special skills and approach. Trained Social Workers (B.S.Ws. and M.S.Ws.) from College of Social Works were appointed at each of the centre according to the size of the school (over 2,000 - one B.S.W. - over 3,000 - One M.S.W.) . The Medical Unit of the school clinic was also involved in this project. Medical Social Workers and Municipal Hospitals in the nearby area of the school had collaboration with the project. Though all these people other than school teaching staff were involved, it was not possible to carry out the work without involvement of the school teachers as they are also supposed to share the responsibility of development of the child through different school activities.

Social Workers: The most important services required to be rendered by the Social Workers was the follow-up of school drop-out. The school drop-out rate in Std. I & II as high as 25.3%. In the earlier case studies, other efforts put in by the department had already been explained, but they had main focus on contents as well as methods of teaching. But these efforts needed professional supplementation of the social workers where the parents of the drop-outs as well as drop-out children were to be handled. Teachers certainly helped by referring promptly the drop-out cases to the social workers. Problem of contacting the families as well as children was very severe and most of them would go for work or leave that particular locality and shift to some other slum. The irregular attendance amongst the children was due to some work or responsibility at home, especially to look after the younger ones. The social workers could help the parents by establishing rapport between the neighbours in the community and solve this problem by a way of developing mutual understanding. In some cases, they had also to make arrangements to pay some remuneration to the neighbour through outside agencies.

Solution to behavioural problems:

In some cases, it was found that the individual child was affected by various forces beyond the control of the school, especially quarrels in the family, drinking habits of the father, beating of the mother, gambling habits of the father etc. This caused behavioural problems amongst the children. The child would feel insecure and lonely. Such child results to dis-respect others, disrespect to the weaker sex, his tendency towards stealing.

The social workers are the liaison between parents, child as well as the school. In order to enable the child to go to the school, a sponsorship scheme was initiated by the social worker, where the mother of the child will be given some amount on loan to start some work so that she can support the education of the child, would have also feeling that if the child is sent to the school she will get such kind of help and guidance.

Especially, the under-nourished children would have many problems of health and they would stay back home often and gradually drop out. Such children are identified and special nutrition programme is organised for them through some philanthropic organisations. This helps the children to be more healthy and attend the school regularly. Gradually many members of the community were attracted to the school.

In addition to this, the youths who had dropped out earlier and then must moving around in the slum were also involved in different recreation activities which were generally organised during school holiday/Sundays as well as outside school hours; like fun-fair, different games, sports, field trips etc. Study Centres and recreation centres after school hours were also found more interesting and attractive to the children as well as to the parents.

Non-formal Education :

In spite of these programmes, some of the children would not be able to attend the school for reason that they could not be spared by the parents full-time for education. Either they had never been to school or had dropped out in Grade-I or II and now though they were interested to join school, but were ~~xxx~~ feeling very shy as they were older than the other children in Std. I or II. For such children, part-time non-formal education facilities were made available in 3 streams:

- i) who would never be able to go to school regularly but would like to attend some vocational skills along with literacy skills;
- ii) Who would like to continue to study up to Std.-VII but could attend the school only for two hours or so;
- iii) who would make up the gap in learning this syllabus which they had lost due to non-attendance for long-term and then would like to continue in the grades, in which the group of their age-group were studying and would join in the higher grade viz., Std.V to VII.

In the Non-formal education classes, the arrangements were made for all the above three types of learners with the help of the teachers from the community as well as the teachers. For those who wanted to join regular schools, the teacher in the school would help during recess time or spending additional time for guiding these children.

Parents' Education: For educating the parents, different activities were organised; such as nutrition demonstration, film shows, cleanliness campaign, child development and group meetings. In the group meetings, topics like, importance of education, regular attendance of children in the schools, nutrition value, inculcation of good habits, child care, developing civic sense, rapport between the parents and the child etc. were covered.

f) Evaluation:

Evaluation was done in many different ways through different devices viz.- i) ^{Examining} attendance of the children in the schools ii) performance of the children in the exam; iii) involvement of the community in the school programmes.

Responses and reactions of the parents and school staff towards these activities were recorded. This was done through meetings and interviews of the parents as well as teachers and the main beneficiaries viz., the children.

The immediate impact of the programme was felt by involvement of the parents in the school social gatherings and attendance of the parents for the meetings which were held regularly for the weekly meetings of the parents and monthly meetings in general.

Moreover, for any problem, the parents approach the social worker for guidance. No. of such cases increased day-by-day. Those parents who had taken loan under the special project scheme returned the money very honestly which was again used for other needy persons. The children who had joined Non-formal Education Classes, showed interest in appearing for regular annual examinations of the school and re-joined school even after a gap of long period. At all the centres, drop-out rate has reduced but at two centres, the drop-out is practically nil. Social habits of the school community of the school have been changed and it has also helped the school to keep its environment more clean. The fear complex amongst the staff members of the school is gradually disappearing. The children who attended the special study centres ~~xxx~~ had better performance in the examinations than the other school children.

In general the whole project with all the 10 components has a very great impact on the school atmosphere, school surrounding, school environment and the drop-out of the children, as well as the parents and the community in general.

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Name of the Institution : Language Development Project  
Edn Dept., B.M.C.

The Language Development Project came into existence in the year 1976 in response to the need felt by the Corporation for improving the linguistic competence of the teachers and for developing the linguistic skills of the pupils. This is important because linguistic performance is basic to all educational success. Achievement in reading and comprehension have a high correlation with the achievement in different subjects like Science and Mathematics. Therefore the language development programme becomes an imperative necessity. Viewed from this angle the Project itself can be considered to be part of educational technology. It launches different types of innovative programmes itself in the context of language learning/teaching.

There are 10 languages used as media of instruction in Municipal schools, out of which the Project has selected 5 languages; namely, English, Marathi, Hindi, Gujarati and Urdu, these being the major languages.

The main aim of the Project is to improve the language acquisition of the pupils and the linguistic competence of the teachers.

To achieve this aim, the Language Development Project undertakes the following activities :

- 1) Teacher training programmes
- 2) Preparation of instructional material
- 3) Research and evaluation
- 4) Development of the Curriculum Resources Centre
- 5) Experimental schools

The objectives mentioned above were defined by the Institution authorities and the activities were determined by identifying

proficiency of the teachers in the use of English.

A brief description of the activities to achieve the objectives is given below :

### Diagnostic Testing

For planning the teacher training programmes diagnostic tests were administered to the teachers and surveys were carried out. Special mention must be made of the Diagnostic Testing Project, "A Study of the Proficiency in English of the teachers in Municipal Upper Primary Schools." This testing Project was undertaken in collaboration with the Central Institute of English and Foreign Languages, Hyderabad.

The design and blue print of the Diagnostic Test were prepared taking into account the following principal skill areas in English, namely, 1) Skill of using the language, written and spoken 2) Skill of listening and reading with understanding.

Based on the findings of the Diagnostic Test, remedial measures for improving the teachers' English were determined. The significance of this Project was that it was a part of an ongoing programme of teacher-training rather than being only a diagnostic research.

On teacher training programmes, extensive use is made of audio-visual aids like, films, filmstrips, slides, puppets, records and tapes, models and charts. The radio and the television are also used for the purpose of strengthening the training. Group discussions are organised after each lesson and lesson and viewing. The teachers are also given assignments for reinforcing the use of role-plays, language games and other linguistic activities which can be undertaken in the classroom. We also use the technique of micro-teaching on our programmes. The teachers are taught and encouraged to prepare their own audio-visual aids.



Another innovative feature of the training programmes is that the teachers are asked to make the maximum use of the Project Library. To ensure this, special periods of book reviews by the teachers are included in the time-table. As a result of this it has been found that the teachers have read a large number of new books even from the library.

Out of the media used at the Project, films and slides are found to be the most useful with our teachers. Video cassettes are too costly to be used.

We have now a full-fledged language laboratory consisting of 20 booths, this was installed in the month of April 1983. This will be an added help in the work of training teachers, particularly with regard to the Spoken aspect of the language.

Under teacher training, a number of workshops based on different aspects of language and language teaching were organised with the help of language experts and educationists.

### Materials Production

The material production at the Project is prepared keeping in view the specific needs of the teachers and the pupils of our Municipal schools.

The Project has prepared a lot of supporting material for the teachers in the form of hand-books, Listening Comprehension and Reading Comprehension passages, audio-instructional material and a number of booklets on different aspects of language teaching, multi-lingual dictionaries, glossaries of words etc. Taped material both for the use of teachers and pupils is prepared.

A special mention must be made of six broadcast programmes in Marathi explaining to the teachers how the language

Figure 1 is a line graph showing the effect of the concentration of the inhibitor on the rate of polymerization. The y-axis is labeled "Rate of polymerization" and ranges from 0 to 1.0. The x-axis is labeled "Concentration of inhibitor" and ranges from 0 to 1.0. The curve starts at (0, 1.0) and decreases as the concentration of inhibitor increases, approaching 0 as the concentration approaches 1.0.

- (1) A diachronic study of Hindi
- (2) Vocabulary study of children of Std.I - Gujarati
- (3) A number of text-books
- (4) Error-analysis on the written work of the pupils
- (5) A project on reading

- (1) questionnaires
- (2) interviews with teachers
- (3) interviews with parents
- (4) visit to schools
- (5) recording the speech of

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... is also an important area of work at the Project.  
... prepared at the Project.  
... include tests,  
... for the ability to assess one's entry behaviour, pre-  
... and post-tests for the teachers on the training courses,  
... the language skills of the teachers and the

4354 are not in line with the observation scheme which  
is being constructed and introduced at the Project. Thus we  
eliminate all training programmes for which the tools of  
observation like the observation schedule are prepared at the  
Project itself. Not only this but the total activities of the Project  
are also controlled by the Project for the sake of the tools of  
observation like schedule, notes, etc. The schedule and  
notes and other etc. were prepared by the Project itself.

All over all the execution of the Project was carried out by  
the Ford Foundation (with whose initial grant the Project was  
sponsored) and they have, in their report, expressed satisfaction  
with the work of the Project. This justifies the existence of  
the Project which is unique and prestigious in that it is the  
only one of its kind in the whole country.

total expenditure on the project - a grant of Rs. 23,100  
furnished by the Ford Foundation for the first 4 years  
from the year 1978-79.

The project has been a success in the sense that  
it has helped the project (which began in 1978)

- (1) A preliminary study of children of Std. I - suggested
- (2) Collection of post-tests
- (3) Prior-analysis of the work of the pupils
- (4) A project on learning

The following techniques were used in the project:

- (1) Pre-examination
- (2) Interviews with teachers
- (3) Interviews with parents
- (4) Visit to schools
- (5) Recording the speech of the pupils

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